

Section 6: River Partners Presentations

Know Your Audience

The key to making effective presentations is to know your audience. What works for one group could be totally ineffective for another group. Consider age, educational background and interests when tailoring your presentation to your audience.

Practice

Practicing is important, and there are many ways to practice, but it is something you should do. Practicing helps you to discover your natural and hidden talents when giving a presentation. Pace yourself, examine your delivery, and ensure to be as natural and comfortable as possible.

One of the most effective means of practicing is to know your material. Doing so will not only aid in your delivery but will allow you to speak from the heart, which students generally prefer since they are more receptive to a free-flowing, confident speaker.

Research Your Area

Research the area with regards to the environmental issues that are prevalent within the affected community where you will be giving a presentation. This will demonstrate to your audience that you are current on the issues and are concerned about their well-being. It will also help you be more confident in the event someone in the audience asks you a question pertaining to a local issue.

The Presentation

Gain attention

In order for any learning to take place, you must first capture the attention of the student. There are many ways of doing this but prior to each presentation you should take the time to determine the best way to gain their attention. An excellent way to capture students' attention is to start each lesson with a thought-provoking question or interesting fact. Curiosity motivates students to learn.

Presentation objectives

Early in each presentation, students should encounter your presentation objectives—this initiates the internal process of expectancy and helps motivate the learner to listen and comprehend. Simply stating what the presentation will cover and what the students can expect will greatly enhance your presentation.

Present the content

This event of instruction is where the content is presented to the learner. Content should be chunked and organized meaningfully, and typically is explained and or demonstrated. To appeal to different learners, a variety of media should be used if possible, including text, graphics, audio narration, and video. To help learners retain the information include the use of examples, case studies, graphical representations, mnemonics, and analogies.

Elicit feedback

Learners should be given the opportunity to ask questions and gain clarification on the material.

Consider The Socratic Method: (Teaching by Asking)

The oldest, and still the most powerful teaching tactic for fostering critical thinking, is known as Socratic teaching. In Socratic teaching we focus on giving students questions, not answers. We model their inquiring minds by continually probing into the subject with questions.

As a tactic and approach, Socratic questioning is a highly disciplined process. The Socratic questioner acts as the inner critical voice that the mind develops when it develops critical thinking abilities.

We can question goals and purposes. We can probe into the nature of the question, a problem, or an issue. We can inquire into whether or not we have relevant data and information. We can consider alternative interpretations of the data and information. We can analyze key concepts and ideas. We can question assumptions being made.

We can ask students to trace out the implications and consequences of an issue. We can consider alternative points of view. All of these, and more, are the proper focus of the Socratic questioner.

By following up all answers with further questions, and by selecting questions which advance the discussion, the Socratic questioner forces the class to think in a disciplined, intellectually responsible manner, while yet continually aiding the students by posing facilitating questions.

A Socratic questioner should:

- a) Keep the discussion focused
- b) Keep the discussion intellectually responsible
- c) Stimulate the discussion with probing questions
- d) Periodically summarize what has and what has not been dealt with and/or resolved
- e) Draw as many students as possible into the discussion.



Training Outline: Sample 1

1. Main topics
 - a. Marine & River debris
 - b. River pollution from oil and chemicals
 - c. Effects of pollution in rivers system
 - d. What I can do to help
2. Vocabulary/concepts
 - a. Pollution
 - b. Litter
 - c. Debris
 - d. Entanglement
 - e. Ingest
 - f. Monofilament fishing line
 - g. Storm drains
 - h. Biodegradable
 - i. Conservation
 - j. Recycling
3. Methods
 - a. Hands-on activities
 - (1) Getting out of a bind (rubber band demonstration)
 - (2) Early bird gets the ... plastic? (Demonstration)
 - (3) Web of life demonstration
 - b. Media
 - (1) Marine & River debris slides
 - (2) Inky the whale video
 - (3) Malama Ana I Ke Kai video
4. Handouts
 - a. Pamphlets
 - b. Brochures



Training Outline: Sample 2

1. Main Topics
 - a. Marine & River debris
 - (1) Effects on animals, people, boats & equipment
 - (2) Adequate marina reception facilities
 - (3) Encouraging recycling
 - (4) Placard requirements
 - b. Fuel and oil
 - (1) Cumulative effect of small spills
 - (2) Boat engines
 - (3) Proper fueling procedures
 - (4) Dispersants
 - (5) Placard requirements
 - (6) Boater's responsibility in a spill
 - c. Sewage
 - (1) MSD requirements
 - (2) Pump-out facilities
 - d. Boat maintenance
 - (1) Suggestions for cleaning, sanding, painting
 - e. Protection of River and Wetland areas
 - (1) Anchoring
 - (2) Prop scarring
 - (3) Avoiding wildlife/endangered species
 - f. Aquatic nuisance species
 - (1) Avoiding spread
 - g. Citizen pollution reporting
 - (1) National Response Center 1-800 number
2. Methods
 - a. Lecture, Q&A
 - b. Demonstration
 - (1) Will a little soap clean it up?
 - c. Media
 - (1) Marine & River debris slide show
 - (2) Inky the Whale video
 - (3) Trashing the Oceans video
 - (4) Guardians of the Sea video
 - (5) Good Mate materials
3. Handouts
 - a. Good Mate Fast Facts pamphlets
 - b. Zebra mussel card
 - c. Guide for a Cleaner Boating Environment



Training Outline: Sample 3

1. Main Topics
 - a. The Coast Guard role in Marine Environmental Protection
 - (1) Prevention
 - (2) Preparedness
 - (3) Response
 - b. Marine & River debris
 - (1) Effects on animals, people, recreational areas
 - (2) Litter control
 - (3) Recycling
 - c. Fuel and oil
 - (1) Cumulative effect of small spills
 - (2) Storm drains
 - (3) Proper disposal of hazardous materials
 - d. Protection of River and Wetland areas
 - (1) Avoiding wildlife/endangered species
 - e. Aquatic nuisance species
 - (1) Avoiding spread
 - f. Community action
 - (1) Citizen pollution reporting
 - (a) National Response Center 1-800 number
 - (2) Recycling
 - (3) Beach and river bank cleanups
2. Methods
 - a. Lecture, Q&A
 - b. Media
 - (1) Marine & River debris slide show
 - (2) Inky the Whale video
 - (3) Trashing the Oceans video
 - (4) Guardians of the Sea video
3. Handouts
 - a. Help Us Protect the Marine Environment
 - b. Our Water Planet
 - c. How's the Water? Citizen report form
 - d. Report Marine Pollution sticker